DOCUMENT RESUME

ED 248 376 CE 039 698

AUTHOR	Knight, Joyce
TITLE	Vocational Guidance and Counseling. Final Report.
INSTITUTION	Indiana Vocational Technical Coll., Fort Wayne.
SPONS AGENCY	Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE	Oct 83
NOTE	112p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Adults; Career Counseling; Career Development; *Career Guidance; Career Planning; *Dislocated Workers; Educational Resources; Employer Attitudes; Employer Employee Relationship; *Employment Programs; Job Application; Job Layoff; Job Placement; *Job Search Methods; Job Training; Leaders Guides; *Outplacement Services (Employment); Program Development; Program Effectiveness; Program Implementation; Reentry Workers; Resource Centers; Resource Materials; Retraining; Stress Management; Unemployment; *Workshops
IDENTIFIERS	Indiana (Fort Wayne)

ABSTRACT

A project was conducted at Indiana Vocational Technical College to (1) identify unemployed or laid-off persons who required vocational guidance and/or training in order to reenter the work force; (2) ascertain realistic occupational goals, competencies, and potential job markets; and (3) develop and implement a counseling program with written materials and support services to serve these objectives. During the program, community sources were involved and a promotional program targeting laid-off persons and the unemployed was developed and implemented. Individual counseling and group workshops were conducted, a career resource center was developed, and information and materials were disseminated. A comprehensive summative evaluation was designed and administered after each workshop session in order to measure the quality of the leadership, course content, and workshop organization, and to measure the degree of learning. A partial report of the participant evaluation showed that 98 percent thought that expectations were met and the workshop was well organized; 100 percent thought that the leadership was highly knowledgeable about the workshop content; and 100 percent thought that the leader created an environment that allowed them to express themselves freely. A follow-up survey indicated that 55 percent became employed during or since their session, and 72 percent are enrolled in retraining or definitely plan to seek retraining. (Appendixes, which amount to about three-fourths of the document, contain student feedback, participant follow-up, lists of career resource materials, promotional materials, and the employment skills program workbook. The workbook covers unemployment-related stress, self-assessment, career planning, resumes, interviewing, job applications, and job leads.) (KC)

ED248376

not NCC

FINAL REPORT

VOCATIONAL GUIDANCE AND COUNSELING

Joyce Knight

Project No. 338-82-3-4-03P

Indiana Vocational and Technical College
3800 North Anthony Boulevard
Fort Wayne, Indiana 46805

October 1983

State Board of
Vocational and Technical Education
401 Illinois Building
17 West Market Street
Indianapolis, Indiana 46204

THE STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION COMPLIES WITH ALL FEDERAL REGULATIONS PROHIBITING DISCRIMINATION ON THE BASIS OF RACE, RELIGION, NATIONAL ORIGIN, SEX, AGE, HANDICAP, OR VETERANS STATUS IN MATTERS PERTAINING TO ADMISSIONS, EMPLOYMENT AND ACCESS TO PROGRAMS.

CE 039698

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
C E Brown
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

Information Sheet..... 1

Statement of the Objectives..... 2

Statement of Problem/Purpose..... 2

Strategies/Procedures..... 2, 3, 4

Analysis (Research)..... 5

Findings (Research)..... 5

Evaluation of Project..... 5, 6

Conclusions and Recommendations..... 6, 7

Financial Statement..... 7

Abstract..... 8,9

Appendices

Project population

Groups	Numbers of persons: Impacted by project	Conducting or giving input
students		
secondary	20	
postsecondary	20	
adult	10	
school personnel		
secondary		1
postsecondary		2
adult		
other		
teacher educators		
employers	30	
employees	10	
other: Union Officials	14	14
Social Service Agencies	15	10
special needs		
disadvantaged	112	
handicapped	5	
migrant		
minority	7	
limited English proficiency		
other: displaced homemakers	10	

VOCATIONAL GUIDANCE AND COUNSELING

Statement of the Objectives

Project objectives were to -

1. Identify unemployed or laid-off individuals who require vocational guidance and/or training in order to re-enter the work force.

2. Ascertain realistic occupational goals, competencies, and potential job markets.

3. Develop and implement a counseling program with written materials and necessary support services that will match objectives 1 and 2.

Statement of Problem/Purpose

This region continues to be impacted by drastic economic and technologic changes affecting the career decisions and employment situation for many citizens. Unemployed individuals need continuing and expanding programs that will enable them to overcome psycho-social obstacles and to realize personally viable career goals and/or occupationally-oriented training. Many people are not reached by other organizations or have a gap in obtaining services. Assistance must be available on an on-going basis in order to rechannel these individuals into the economic development of the community.

Strategies or Procedures

Review and evaluation of previously conducted needs assessment, the Indiana Vocational Guidance Model, and interviews (including Melvin Bye, Outplacement Center Director International Harvester; Dick Gaskill United Auto Workers Union; Thomas Gordon, Guidance Counseling Fort Wayne Community

Schools; Jack Walker, Indiana Employment Security Division) indicated that there exists a great need for career guidance for the unemployed or laid-off workers. It was determined that the best method to meet career guidance and job seeking skills needs for this group was to offer individual services, workshops, and to further develop the career information and resource center materials for dissemination. (Objective 3)

Workshops

A comprehensive program was designed to offer individual sessions as well as workshops at the IVY TECH Campus. In order to facilitate a cohesive group-support system and to give needed personal assistance, it was necessary to limit enrollment to 20 students for each session. The Career Program Coordinator acted as facilitator and counselor. A workbook was developed as the primary text addressing the following topics:

> Stress reduction, self-assessment, skills assessment, decision making, occupational investigation, career planning, goal setting, job search tools, and employment skills. (See Appendix 7)

Additional materials and resources weredeveloped as required.(See Appendix 8)

Individual Sessions

Prior to workshops and for those needing more limited services, guidance in decision making, goal setting, raising self-esteem and internal locus of control was given. Testing instruments and referrals were utilized.

Career Information and Resource Center

The Career Information and Resource Center provides individuals and guidance staff references for up-to-date data to be used for realistic goal setting, career exploration, establishing competencies and future employment trends. (Objective 2) The resources included the latest publications and filmstrips in the areas of:

1. Career and Occupational Information
2. Career Planning and Decision Making
3. Job Search Information (See Appendix 3)

Promotion

In order to meet the broad needs of this population, an extensive mass media and promotional program was undertaken. (Objective 1) A brochure was developed and disseminated to labor unions, businesses, agencies, including the following: (Appendix 4)

Urban League, Catholic Social Services, Lutheran Social Services, Latin American Educational Center, Fort Wayne Community Schools, Indiana University-Purdue University at Fort Wayne, Benito Juarez Cultural Center, Fort Wayne Area Consortium, Fort Wayne Women's Bureau, Indiana State Employment Security Division, Anthony Wayne Rehabilitation Center, Indiana State Vocational Rehabilitation, United Way of Allen County, International Harvester Outplacement Center.

Registration for Services

The brochures and media promotion proved to be an effective (Appendix 5) effort with every session filled and waiting lists or individual sessions scheduled. When calls were received regarding the program, names and

addresses were recorded and brochures were mailed. The brochure had the registration form attached. When registrations were received individuals had a confirmed place in the workshop session. Individuals were contacted by phone and/or letter prior to their workshop session to determine specific areas of need.

Analysis (Research) Not Applicable

Findings (Research) Not Applicable

Evaluation

A comprehensive summative evaluation was designed and administered after each workshop session in order to measure the quality of the leaderhip, course content, workshop organization, and to measure the degree of learning. (See Appendix 1) A partial report of the participant evaluation is as follows:

1. Ninety-eight percent of participants reported that expectations were mainly or completely met.
2. Ninety-eight percent felt the workshop was well or very well organized.
3. One hundred percent indicated the workshop appeared to have clear to very clear goals.
4. One hundred percent reported that the leadership was highly or very highly knowledgeable regarding the workshop content.
5. Eighty-five percent reported that the number of days or hours spent at the workshop were just right.

6. Ninety-one percent indicated that the leader appeared to be enthusiastic about the topic to the maximum degree or very much so.
7. One hundred percent reported the leader created an environment which allowed them to freely express themselves.
8. Eighty-four percent reported that, as a result of what they learned in the course, they were helped in seeking employment.
9. Eighty-seven percent reported that the course helped them become more knowledgeable regarding their skills, abilities, and interests.

Comments and letters were also included in the evaluation since measurement of learning is not only quantitative.

A follow-up inquiry was sent to participants. A partial report of the respondents indicates the following: (See Appendix 2)

1. Fifty-five percent indicated they became employed during or since their session.
2. Seventy-two percent indicated they have enrolled in a course for retraining or definitely plan to seek retraining.
3. Eighty-two stated it is possible they will seek retraining in the future.

Conclusions and Recommendations

This project fully met the objectives established at the application stage.

Main accomplishments include:

1. Unemployed individuals who required vocational guidance and/or training were identified.
2. Labor unions, social service agencies and the community were involved in the development and promotion of the program.
3. Mass media promotion was utilized to reach potentially unserved individuals.
4. A comprehensive counseling program and necessary support services were developed to meet the career guidance needs of the identified unemployed individuals.

Financial Statement

The complete financial statement for this project has been submitted under separate cover.

FINAL REPORT ABSTRACT

A. The PROCESS/PRODUCT(S) to be adopted/adapted and delivered by this project are:

A comprehensive career guidance program for laid-off or unemployed individuals was conducted during the project period. A career information resource center was developed to provide necessary support services.

B. The specific OBJECTIVES of the proposal are to:

1. Identify unemployed or laid-off individuals who require vocational guidance and/or training in order to re-enter or enter the work force.
2. Ascertain realistic objectives and goals regarding occupations, competencies and possible occupational markets.
3. Develop and implement a counseling program and necessary support services that will match objectives 1 and 2.

C. The PROCEDURES for achieving these objectives are:

1. Involve community sources and develop a promotional program targeting laid-off individuals and the unemployed. (Objective 1)
2. Implement individual counseling and group workshops and group workshops. Utilize and disseminate career resource center information and materials.

D. The expected OUTCOMES for or potential IMPACTS on vocational education are:

1. Unemployed individuals or laid-off workers who require vocational guidance and/or training were identified. (Objective 1/Procedure 1)
2. Ascertained realistic occupational goals, competencies, and potential occupational markets. (Objective 2/Procedure 2)
3. A comprehensive counseling program and necessary support services were developed and implemented to meet the career guidance needs of identified unemployed or laid-off individuals. (Objective 3/Procedure 2)

FINAL REPORT

A P P E N D I C E S

VOCATIONAL GUIDANCE AND COUNSELING

Joyce Knight

Project No. 338-82-3-4-03P

Indiana Vocational and Technical College
3800 North Anthony Boulevard
Fort Wayne, Indiana 46805

October 1983

State Board of
Vocational and Technical Education
401 Illinois Building
17 West Market Street
Indianapolis, Indiana 46204

THE STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION COMPLIES WITH ALL FEDERAL REGULATIONS PROHIBITING DISCRIMINATION ON THE BASIS OF RACE, RELIGION, NATIONAL ORIGIN, SEX, AGE, HANDICAP, OR VETERANS STATUS IN MATTERS PERTAINING TO ADMISSIONS, EMPLOYMENT AND ACCESS TO PROGRAMS.

EVALUATION

Appendix-1

E.S.P. EVALUATION

Date: _____

Your help is needed to improve the E.S.P. course. Please check those remarks which most accurately describe your feelings.

1. My expectations were met

   50% completely

   48% mostly

   2% somewhat

   _____ not at all

2. The workshop was

   63% very well organized

   37% well organized

   _____ sometimes organized

   _____ disorganized

3. The workshop appeared to have goals which were

   87% clear

   13% fairly clear

   _____ uncertain

   _____ non-existent

4. The number of days/hours spent at the workshop were

   2% too many

   87% just right

   11% too few

5. The leader appeared to be knowledgeable in the subject area

   59% to a very high degree

   41% to a high degree

   _____ to a moderate degree

   _____ to a low degree

6. The leader appeared to be enthusiastic about the topic

91% very much so

9% moderately

_____ somewhat

_____ not at all

7. Did the leader create an environment in which you were able to freely express yourself?

100% yes

_____ no

8. The amount of material covered was

2% too much

91% just right

7% too little

9. The method used by the leader was

89% appropriate

11% somewhat appropriate

_____ inappropriate

10. What I learned in this course helped (will help) me

Yes	Somewhat	No	
87%	11%	2%	Assess my skills, abilities & interests
73%	22%	5%	Identify my personal needs
46%	52%	2%	Choose an appropriate career direction
84%	11%	5%	Seek employment

11. Would you recommend this course to a friend?

100% yes

_____ maybe

_____ no

12. What changes would you suggest to improve this course?

See attached

LISTING OF COMMENTS TO ITEM NO. 12 ON PROGRAM EVALUATION
(completed by participants at the conclusion of each session)

ITEM No. 12 "What changes would you suggest to improve this course?"

More time for videotaped interviews.

None - However, I would like to see in the future some sort of an overall evaluation at the completion of all the sessions.

I enjoyed the class very much, it was quite beneficial. Carol Hess was excellent - Thank you very much. Mary Hernandez

Carol, I really enjoyed this class, the purpose, the people and the leader. I have yet to rewrite the resume and when it's done would appreciate an okay from you if you have the time. My opinion is this class was very well organized and led, and I can't help but feel sorry the other classes have a different teacher. Dorothy

The addition of visual aids might enhance the program, and might help bring more participation of students into it.

My only suggestion would be to have a room indoors allicated without all the outdoor distractions. Rooms were shuffled quite abit. The video resume of the program I found to be very helpful to my self and the team I worked with on it. I felt you could not ask for a better qualified instructor. It is just a shame there are not at least more than one class going at one time.

Make interviews mandatory, I think they would all feel better afterwards.

Make the course alittle longer so the instructor can cover the subjects in more detail. Other than that I wouldn't change a thing.

I think Carol and Joyce did a fantastic job with this course. I think it would help if there could be more one on one contact with instructor especially in area of decisions in changing work area.

None.

I can't think of much of anything. Maybe a little more work in the resume part. I could have used a little more help in making a resume. But that's all I can think of. I really enjoyed this class, I hopefully will run into you once in awhile when I start attending school here in May this year. Thanks so very much, Sandy Jackson

None.

Responses to suggestions for course improvement - continued

I'd love more time and private time. I've had other things that took up time before and after class so didn't get my homework done. When I write up my resume and cover letter, I'll try to be in touch for I'd like to get your opinion. Thanks for everything. I've enjoyed the way you've presented things and your personnal interest in each of us. I'll miss coming to class. Lois Adams P.S. My expectations were not met completely because I could not apply myself with the limited time I had. Not because of the class.

Teach Joyce to run the video equipment. The interview with department head or other people we didn't know was good.

It was a very well organized course to myself. There really couldn't be alot of changes since Joyce, and Carol done a fine job in teaching all of us. I have gained fonfidence in myself from this course. I hope to find a good clerical position soon.

I thought this course was very well organized, and feel it was a step forward in my life. I enjoyed it very much. Just attending this course is showing an accomplishment that I did on my own time. Harold J. Grosjean.

Nothing. Everything seemed to help reach the goals I set.

Joyce - I was so pleased to make your acquaintance and also Carol's. The class was really fun and educational. I enjoyed the people in it also. I hope each of them finds the right employment. Thanks again for this opportunity. I am hoping to enroll by fall in some other classes, not sure which ones. Maybe a summer of working will help me choose. I am sure as you continue this program you will find ways which you will feel an improvement. This being my first experience I felt the program was very good and adequate. Thank you so much for this opportunity. Berniece Eckert

Dear Joyce, I thought this course was very rewarding. The instruction and material was top notch, and I thought both you and Carol were very professional and showed concern above and beyond the call of duty. I plan on attending Ivy Tech in the Fall Quarter to get an Associates in Business Administration and I look forward to seeing you then. Sincerely, Clayton Blanchard

I would try to get more input from people as a whole, as well as an individual. I enjoyed the course immensely. Yours truly, Richard H. Korn

-Perhaps a different time of day to allow more people access to the course. -Focus more on coping with stress and frustration - how to - more concrete examples. -Skills/interest Identification was frustrating - not matching closer on possible occupations. -Move job application into session where it was addressed - 5,6, or 7 instead of 8. -Include information interview within workbook. -TEDS consultation might need more than 30 minutes. -Career planning needs more examples -it is rather difficult to visualize ideas on the plan.

Responses to suggestions for course improvement - continued

More time actually developing the resume.

None. Everything was thorough and solved my problems along with answered my questions.

Professionals in specific fields to speak, if possible on educational requirements of fields the class is interested in. Comment: The class size was good.

Consider making the interview tough on student. Work on it with them till they feel ready. - Rough in here - easier in real world. The instructor could pick on a student as an example (one who can take it) I.E. Phone call interview - make it severe or a particular problem that student has and work on it. I feel this would make more of an impact and stick with them. Regarding tips for interviews: Stressing skills above appearance (this is important no doubt) but qualifications are a must.

Need more time to complete.

Physical environment -- get a room with individual desks so it would be easier to get into a circle for discussion.

Stay in the same room.

Although the course was very well taught, there are things that are happening now "in the asphalt jungle" of jobs, that are somewhat different from what the course teach. All-in-all it was time well spent.

None.

Your building is again the only real problem (you either freeze or burn, rarely are you feeling good.)

More video tape.

Joyce - Keep up the good work. The course was very good and well put. Yours truly, Curt Rhoads

The workshop was excellent i all respects including an outstanding workbook. As evidenced by the above marked evaluation it benefited me beyond anticipated results. It is my hope that further grants can be obtained to continue this program that is such a community asset. Joyce Knight is an exceptional instructor, combining qualities of sincerity and serenity with punctuations of wit and humor that is just right for this endeavor.

The course as it is allows for personal freedom. Free conversation and easy to be a part of the program. The leader was very well versed and very dedicated to her position. Much consideration was given to human feelings and needs and is to be commended on her services. Very well done and should be continued.

Responses to suggestions for course improvement - continued

That somehow the sheet of informational questions be changed that we (the class) answered that is fed into the computer: I found this extremely frustrating because, in the final analysis, too many possibilities are eliminated by the computer if one answers comprehensively and honestly. But basically, I feel that this course is excellent! The workbook is very helpful.

When you do the job interviews, I think that it would be better if we could know what business or job it is that we are applying for before hand.

The leadership and organizational input by the instructors and staff would be difficult to improve upon.

None. This course was better than the last ones I attended for a job skills class. It was very well prepared, made you feel comfortable and I learned a few things myself that I didn't know till I took this course.

PARTICIPANT FOLLOW-UP

Appendix-2

EMPLOYMENT SKILLS PROGRAM FOLLOW-UP

Please check either yes or no for each item

1. I became employed during my E.S.P. session.

   16% Yes 84% No

2. I have gained employment since the completion of my E.S.P. session.

   39% Yes 61% No

3. I have attended or am currently enrolled in a course for retraining since my E.S.P. session.

   20% Yes 80% No

4. I definitely plan to go back to school for retraining.

   52% Yes 48% No

5. It is possible I will seek retraining.

   82% Yes 18% No

Comments: _____

_____

_____

BEST COPY AVAILABLE

Dear Joyce,

I just wanted to thank you for the help you've given me! You have really made me confident of myself and given me a reason to really look harder for a job. I had practically given up looking for a job, until I learned how to make out resumes and make my appearance a lot better at interviews. The Employment Skills Program Has really helped me improve my ability to seek work.

I did send a resume with my letter for you to look at. It was the first one I typed so there are a few corrected and noticable errors. I hope it looks good besides the mistakes in spelling. Please tell Carolyn Hess that I appeciate her help to. She did a good job of running the class to.

If you would like to here about how the volunteer work is going I will call after the first day I work. I appreciate your finding this opportunity for a volunteer position, this will really help me with my experience to find a job in the future.

I got in contact with a Mrs. Ruth Strole through the first Presbyterian church. She is in charge of Association of Preschool teachers. She is taking one of my resume's and having me fill out an application to help me find employment in a preschool or nursery school. I found out about this association by looking for available positions in preschools at chuchs'.

Feel free to call me if you have any questions or want to talk at 484-6260.

Thankyou very mumb,

Sandy Jackson

June 25, 1983

BEST COPY AVAILABLE

Joyce Knight
Career Program Coordinator
Indiana Vocational Technical College
Fort Wayne, IN.

Dear Joyce:

We wish to take this opportunity to express our gratitude for your involvement with the Employment Skills Workshop that was recently conducted I.V.T.C.

The unique abilities that you have shown, the personal involvement you gave, and the genuine interest taken with each participant was a valuable contribution "above and beyond the call of duty".

It has been a most profitable experience for each one who attended the program. Your willingness to become involved in a sacrificial way is an impressive quality that we could hope to be a part wherever one endeavors to share light and understanding with others.

Most appreciably yours,

Karen Cohen

Dave Stout

Don Bowers

Claudia Levine

Jackie Webb

Edwin L. Jesse

Larry Clayton

Tuisno

Ken Knittle

Dennis D. Cook

Sue Dulmahn

BEST COPY AVAILABLE

40 Jeffrey Drive
Columbia City, IN
June 30, 1983

Jon L. Rupright, Dean
Indiana Vocational Technical College
3800 N. Anthony Blvd.
Fort Wayne, IN

RECEIVED
JUL - 1 1983
OFFICE OF THE
VICE PRESIDENT/DEAN

Dear Sir,

I wish to commend your institution for presenting the Employment Skills Program. As a recent participant in the final session I found it to be an exceptionally beneficial experience. The material and workbook were of excellent calibre, and the instructor, Joyce Knight, possesses the knowledge and the varied attributes required to facilitate the program to a successful conclusion.

I hope that Ivy Tech will seek further grants for continuation of a program that is so meritorious. It is of obvious and calculable benefit to individual participants and the entire community.

Congratulations for an outstanding endeavor of altruistic, imaginative programming. Also, please accept my personal thank you.

Yours truly,

Jacqueline Webb

Jacqueline Webb

BEST COPY AVAILABLE

I found employment through persistent calling of several local Hospitals. After several months a position was finally open on a position that I was qualified to do. My starting date is August 29, 1983 at Lutheran Hospital working full time 7:30 to 4:00 in the accounting department

Sharon Shea
08/26/83

7-15-83

BEST COPY AVAILABLE

Joyce,

I have obtained employment as of May 3. I am doing accounts receivable, reconciling bank statements etc. Things I have always wanted to do.

I believe the agressiveness I obtained from the program is what helped me get a job. That, plus being in the right place at the right time. I approached a company as construction was being completed and asked to fill out an application. As it turned out, another facility directly connected with the one, had a girl they were not happy with. They thought I could handle the job and the poor girl was fired.

I am working for Heritage Manor Health Care Center which is only about 6 miles from home. The money is not what I was making before, but I guess you can't start at the top.

At this job, I also answer the phone and have received some contact calls. I can always tell those from NT or who have taken a similar program. Maybe I shouldn't say this, but personally I do not like them. You don't really listen to what they are saying. You know you don't have an opening, and the people in charge don't want to interview unless they need someone.

(over)

BEST COPY AVAILABLE

Just thought I would give you my views. Thanks for all you have & are doing to help the unemployed.

Sincerely,

Arlene Isper

CAREER RESOURCE CENTER MATERIALS

Appendix-3

JOB SEARCH INFORMATION

Price	Copies		
4.95	1	The Complete Resume Guide	
6.95	1	Resumes for Hard Times	
6.95	1	How to Sell Yourself on an Interview	
3.25	1	Job Hunting with Employment Agencies Associated Book Publishers	
11.95	1	Your Job-Where to Find It, How to Get It Arco Publishing	0-668-05129-9
3.95	1	Resumes That Get Jobs Arco Publishing	0-668-05210-4P
9.95	1	The Hidden Job Market for the Eighties Harper and Row 1981	0-8129-0973-9
9.95	2	Networking: The Great New Way for Women to Get Ahead Welch, Mary Har Brace J.	0-15-165199-X
7.95	1	The Perfect Resume Jackson, Tom Doubleday and Company	0-385-15027-X
11.95	1	Telesearch - Direct Dial the Best Job of Your Life Truitt, John Facts on File 1983	0-87196-900-9
11.95	1	Hardball Job Hunting Tactics Wright, Dick Facts on File 1983	087196-134-2
16.95	1	Guide for the Unemployed: Keeping Busy Until... Carrol, Frieda Bibliotheca PRESS Georgia 1981	9-939476-01-0
15.00	1	Good Jobs Bad Jobs No Jobs Ginzberg, Eli Harvard University Press 1979	0-674-35710-8

CAREER AND OCCUPATIONAL INFORMATION

Price	Copies		
$21.95	1	How to Get Started as a Manufacturer's Representative Krause, William American Management 1982	0-8144-7574-4
39.95	1	Robotics in Practice Engleberger, Joseph American Management 1981	0-8144-5645-6
35.00	1	Job Descriptions in Data Processing Hansen, P. International Publications 1977	0-85012-171-x
16.50	1	Job Trends in Data Processing Hansen, P. International Publications 1976	0-85012-167-1
6.50	1	Working with Computers: A Guide to Job Careers National Computer Centre International Publications 1975	0-85012-126-4
7.95	1	How to Break Into The Computer Field Carron, L.P.	0-686-32449-8
6.95	1	Computer Careers: Where the Jobs Are and How To Get Them Consumer Guide 1981	0-449-90064-9
3.95	7	Your Career in Accounting Your Career in Automotive Services Your Career as a Dietician Your Career in Nursing Careers Your Career in Office Occupations Your Career in Restaurants and Food Service Your Career in Your Own Business Associated Book Publishers	
6.95	1	Ninety Most Promosing Careers for the 80s Gates, Anita Monarch Press 1982	0-671-45272-X
9.95	1	Health Profession Careers in Medicine's New Technology	0-668-04443-8
7.95	1	Your Career In Computer Related Occupations	0-668-04610-4
7.95	1	Your Career in the Business World: A Guide for Young Women	0-668-04745-3
7.95	1	Your Career in Sales and Selling	0-668-05179-5
12.95	1	The Computer Careers Handbook	5528-6RT
8.95	1	The Official Guide to Food Service and Hospitality Management Careers Arco Publishing Inc.	

CAREER AND OCCUPATIONAL INFORMATION

Price	Copies		
$10.79		Careers to Preserve Our Shrinking World Doyle, Robert Simon and Schuster 1981	0-671-34046-8
6.95	2	Ninety Most Promising Careers for the Eighties Gates, Anita Monarch Press	0-671-45272-X
2.95	6	Test Your Own Job Aptitude Exploring Your Career Potential Barrett, James and Williams, Geoffrey Penguin Books 1981	0-14-005809-5
9.95	1	From Kitchen to Career: How Any Woman Can Skip Low Level Jobs and Start in the Middle or at the Top Fader, Shirley Stein and Day 1977	0-8128-2350-8
6.25	1	How to Survive Unemployment: Creative Alernative Nathan, Robert and Syrett, Renouf USA 1981	0-85-292-303-1
10.95	1	Career Knockouts: How to Battle Back Kennedy, Marilyn New Century 1980	0-8329-1474-6
10.95	1	Jobs: Careers Serving Children and Youth Feldman, Beverly Till Press 1979	0-931208-01-7
13.95	1	Am I Getting Paid for This? Rollin, Betty Little Brown and Company 1982	0-316-75454-41
7.95	1	Machine Shop Trades Stern, B. National Textbook Company	0-686-65131-6
6.60	1.	Opportunities in Electrical and Electronic Engineering Shackleton, S. National Textbook Company	0-8442-6538-1
21.95	1	Job Descriptions in Manufacturing Industries Ulrey, John American Management 1981	0-8144-5710-x
42.40	24	Career Briefs and Summaries	

CAREER AND OCCUPATIONAL INFORMATION

Price	Copies		
12.00	2	Occupational Outlook Handbook US Government Printing 1982-83	029-001-02325-1
99.00	1 film	Understanding the Computer 2 session filmstrips, 2 cassettes, teachers guide Sunburst Communications	

CAREER GUIDANCE

Price	Copies		
32.00	monthly	Personnel and Guidance Journal (APGA/AACD) American Personnel and Guidance Association Leesburg Pike Falls Church Virginia	
8.00	1	Occupational Outlook Quarterly US Department of Labor Bureau of Labor Statistics Washington D.C.	
50.00	monthly	CAM Report - Career Movement and Management Facts Priam Publications, Inc.	
10.00	1	Human Services Directory (listing of not-for-profit and government agencies) United Way of Allen County 1983	
9.50	1	Outplacement Counseling ERIC/CAPS Publications	
8.00	1	Broadening Career Options for Women Smith, Caryl ERIC / CAPS Publications	
16.95	1	The Psychological Effects of Unemployment Hayes and Nutman Methuen Inc. 1981	0-422-77820-6
29.95	1	Rural Employment: Trends, Options, Choices Hodge and Whitby 1981	0-416-73080-9
6.95	1	Counseling for Careers in the Nineteen Eighty's Feingold, S. Norman Garrett Park Press 1979	0-912048-09-3
14.95	1	Career Counseling: Models, Methods and Materials McGraw-Hill Book Company 1981 Crites, John	0-07-013781-1
10.00	1	The Effect of Long-Term Unemployment on Workers and Their Families Research Associates, R. & E. 1978 Briar, Katharine	77-94280
25.95	1	Career Education: A Lifelong Process Fuller, Jack and Whealon, Terry Nelson-Hall	0-88229-200-5

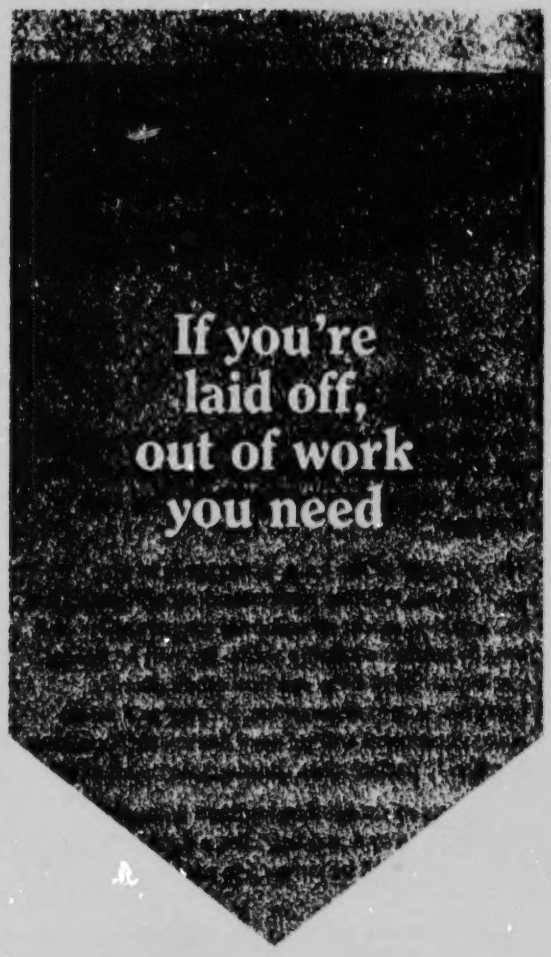
CAREER PLANNING AND DECISION MAKING

Price	Copies		
15.95	1	Making Vocational Choices Holland, John Consulting Psychologist Press 19	0-14-657810-4
6.00	1	Career and Life Planning Guide Loughary, J. Consulting Psychologist Press	
5.30	1	Let's Think About You Cosgrave, G. Consulting Psychologist Press	
5.00	1	Navigating Career Change McGrew, John New Vista Press 1980	0-936544-0077
8.95	1	Career Planning: Skills to Build Your Future Carney	0-442-23350-7
2.50	1	Instructor's Manual Van Nostrand Reinhold Co. 1980	0-442-25860-7
24.95	1	Career Lines and Careers Spencer, Kenneth DC Heath and Company 1982	0-669-03645-5

BEST COPY AVAILABLE

PROMOTION BROCHURE

Appendix-4



e.s.p.

Employment Skills Program.

A comprehensive skill identification and career education program for Fort Wayne area residents.

e.s.p. e.s.p. e.s.p. e.s.p. e.s.p.

What Is E.S.P.?

The Employment Skills Program is a structured, yet informal training program for people who are laid-off, out of work, and/or dissatisfied with their job.

The purpose of the e.s.p. program is to give participants a better understanding of themselves; the world of work; educational opportunities and how to market available skills. We will be giving you the skills to help you find employment. Lectures, group discussions, printed and audio-video equipment will be used during this program to educate participants about employment skills.

All aspects of career development from skills identification and making career decisions to finding a job will be covered in each of the five repeated sessions.

Cost

There are no fees for these sessions!

Where Will E.S.P. Be Held?

All sessions will be held on the Ivy Tech College campus at 3800 N. Anthony, Fort Wayne, IN. Upon registration you will be notified as to the room location.

Schedule

The e.s.p. program will be repeated five times with each session having identical learning material. Each session will be held for eight-3 hour days making a total of 24 hours for each session.

Session One	Feb. 14-17 21-24	3 p.m.-6 p.m. Daily
Session Two	Mar. 14-17 21-24	3 p.m.-6 p.m. Daily
Session Three	April 18-21 25-28	3 p.m.-6 p.m. Daily
Session Four	May 16-19 23-26	3 p.m.-6 p.m. Daily
Session Five	June 13-16 20-23	3 p.m.-6 p.m. Daily

How To Register

Pre-registration is a must for the session that best fits your schedule. The number of participants is limited. Select a session that best fits your schedule; place a checkmark on the proper space on the registration form and provide the other requested information. To reserve a position you must complete the attached registration form and mail it to IVY TECH. If the session you've selected is filled, you will be notified so you can select another session.

Registration form:

Name _____

Address _____

City _____ State _____ Zip _____

Telephone _____

Mail to: IVY TECH College
Attention: Career Program Coordinator
3800 North Anthony Blvd.
Fort Wayne, IN 46805

Please enroll me in: (check one)

____ Session 1 Feb. 14-17 and Feb. 21-24
____ Session 2 March 14-17 and March 21-24
____ Session 3 April 18-21 and April 25-28
____ Session 4 May 16-19 and May 23-26
____ Session 5 June 13-16 and June 20-23

Cancellations: If it is necessary to cancel after registration, you must call the Career Program Coordinator at (219) 482-9171 no later than the Friday before the session date.

BEST COPY AVAILABLE

NEWSPAPER ADVERTISEMENT

Appendix-5

If you're laid off, out of work or looking for work, you need

e.s.p.

The Employment Skills Program

This is a free comprehensive skill identification career education program for Fort Wayne area residents designed to give participants a better understanding of themselves; the world of work; educational needs and how to market available skills. Skills to help find employment.

The ESP Program will be repeated five times with each session having identical learning material. Each session will be held for eight — 3 hour days making a total of 24 hours for each session.

Session One	Feb. 14-17 21-24	3 p.m.-6 p.m. Daily
Session Two	Mar. 14-17 21-24	3 p.m.-6 p.m. Daily
Session Three	April 18-21 25-28	3 p.m.-6 p.m. Daily
Session Four	May 16-19 23-26	3 p.m.-6 p.m. Daily
Session Five	June 13-16 20-23	3 p.m.-6 p.m. Daily

All sessions held Monday through Thursday, 3 p.m.-6 p.m. at IVY TECH College campus, 3800 N. Anthony.

PRE-REGISTRATION REQUIRED. Registration limited. Call IVY TECH today at 482-9171.

IVY TECH

STUDENT NEWSPAPER ANNOUNCEMENT

The Ivy Journal

Vol. 1, No. 2 | A Fort Wayne Ivy Tech Student Publication | April, 1983

The Employment Skills Program

by Carol Hess, Career Counselor

The Employment Skills Program (E.S.P.) will be offered again in April, May, and June. The program is a structured, yet informal training program for people who are laid-off, out of work, and/or dissatisfied with their job. Through lectures, group discussions, printed materials, and use of video taping, participants gain a better understanding of themselves and career development, as well as how to market skills.

Openings are still available for the June 13-16/20-23 class that meets from 3-6 daily. There is no cost. If you know of someone who would like to participate, have them call Joyce Knight at 482-9171, extension 252.

MEDIA BROADCAST ANNOUNCEMENT

Appendix-6

RADIO COPY
TV COPY

CLIENT IVY TECH
PROGRAM P.S.A. - ESP
STATION
DATE 1/18/83
TIME

If you're laid off, out of work, or looking for work, you need ESP - the free Employment Skills Program. A comprehensive skill identification and career education program starting soon at IVY TECH. For further information call this station or IVY TECH, 482-9171.

BEST COPY AVAILABLE

EMPLOYMENT SKILLS PROGRAM

WORKBOOK

Appendix-7

EMPLOYMENT SKILLS PROGRAM

E. S. P.

A workbook on how to choose a career suited for you and how to become successful in your employment search.

Name _____

This workbook was prepared by:

Carol Hess
Career Program Coordinator
Indiana Vocational Technical College
Fort Wayne, IN

INTRODUCTION

Since you are now reading this introduction, it is safe to assume that either you are out of work at present or you are planning to look for a new job in the near future. If one of these conditions describes your situation, you should realize you are not alone. You are not alone in your feelings of frustration, anger, rejection, and helplessness.

It is our hope that through the Employment Skills Program you will become more aware of your unique talents and experiences, and learn how to more effectively market your skills.

THE STATE BOARD OF VOCATIONAL & TECHNICAL EDUCATION COMPLIES WITH ALL FEDERAL REGULATIONS PROHIBITING DISCRIMINATION ON THE BASIS OF RACE, RELIGION, NATIONAL ORIGIN, SEX, AGE, HANDICAP, OR VETERANS STATUS IN MATTERS PERTAINING TO ADMISSIONS, EMPLOYMENT AND ACCESS TO PROGRAMS.

TABLE OF CONTENTS

	Page
Workshop Content	1
Agenda	2-3
Unemployment Related Stress	4-8
Self Assessment	9-17
Career Planning	18-19
Resumes	20-28
Interviewing	29-37
Job Applications	38-42
Job Leads	43-47

WORKSHOP CONTENT

In the ESP workshop we will cover the following material:

***We will discuss the effects of job loss and the frustrations resulting from the inability to obtain a job.

***You will more clearly identify your skills, abilities, and interests.

***You will set a career goal.

***You will become more skillful in locating job openings and how to apply and interview for that job opportunity.

We will do our best to help you obtain these new skills, but you too must do your best. We want you to participate: ask questions, enter into discussions, complete homework assignments, listen to one another and your instructor, and to attend all sessions.

AGENDA

SESSION ONE

Orientation
* Welcome
* Purpose of the workshop
* How the workshop will be conducted
* Introduction of participants and instructor

Unemployment Related Stress
* How to cope

Self Assessment
* Importance of matching interests and personality with career choice and workplace enviroment
* Take and receive interpretation of a career interest inventory

SESSION TWO

Identify Skills
* Develop skills statement
* Experience that supports your skills

Introduce the TEDS System
* What is TEDS
* What is the purpose of TEDS
* Answer TEDS questionaire
* Schedule TEDS appointment

SESSION THREE

TEDS Consultation
*Attend approximately 30 minutes for individual session

SESSION FOUR

Personal Development Plans
* Importance of goal setting
* Develop career plan

Introduce Resumes
* Purpose of a resume
* Start development of resume

AGENDA (cont.)

Session Five

Interviewing
*Purpose of interview
*Interviewing tips
*Common questions asked
*Set schedule of video-taped mock interviews

Sessions Six and Seven

Group mock interviews
*Groups of three
*Conduct video-taped mock interviews, review, and receive feedback
*Attend approximately 45-60 minutes either Session 6 or 7

Session Eight

Complete resume

How to develop job leads
*How to properly fill in job application forms
*Research companies needing your skills
*Telephone contacts "how-to"
*Mail campaign
*Personal contacts

Evaluation of Workshop

STRESS

THE SEVEN STAGES OF CRISIS

It is normal for persons experiencing a crisis, such as losing a job, to go through the following stages:

1. SHOCK

   Often the first reaction to being informed of the job loss.

2. DENIAL

   Person doesn't want to accept the loss. This is particularly difficult if there's a slim possibility of recall.

3. ANGER

   The person lashes out---many times the anger may not be logically placed.

4. BARGAINING

   The person may say, "I'll do this if you do that". This bargaining may be directed to:

   *The COMPANY
   *The SUPERVISOR
   *YOURSELF
   *Anyone trying to assist you

5. GRIEF

   *Feeling SAD, DEPRESSED, UNLOVED
   *May experience PHYSICAL ILLNESS
   *Emotions may be in control

6. ACCEPTANCE

   Accepts new status and says, "I'm unemployed". Persons in this stage talk a lot about their situation.

7. ADJUSTMENT

   Breaks all the strong ties with the crisis
   Ready to actively deal with present and future!

Your feelings are normal in each of these stages--they should not be suppressed.

Talk out your situation--get rid of the anger and grief. These negative feelings may be very evident to a prospective employer and block your progress.

IMPROVED STRESS MANAGEMENT REQUIRES A CHANGE

1. We Can Change the Situation

Assert Ourselves - Improve our ability to achieve goals by honest, direct expression.

Fight - Improve our ability to stand up for our beliefs and struggle to change what's around us.

Flight - Improve our ability to let go, back down or leave.

Become Informed - Improve our ability to gather information and react after the main factors in a situation are known.

Build Support - Improve our ability to find supportive relationships with others who can accept the real us.

Engage Life - Improve our ability to become involved in the world, taking action instead of passively watching life pass by.

2. We Can Change Our Perceptions of the Situation

Relabel - Improve our ability to see changes as challenges to be overcome rather than problems to be avoided.

Detach Ourselves - Improve our ability to emotionally draw back from a situation to analyze our environment and our reaction to it.

Imagine - Improve our sense of humor by searching for the unusual elements of life that simply do not fit.

Faith - Improve our ability to "fill in the blanks" of unknown information based on the attitude that the world is good.

Flexible - Improve our ability to change courses of action dictated by changes in the situation; behave in more than one way in a given situation.

3. We Can Change Our Perceptions of Ourselves

Accept Our Limitations - Improve our ability to recognize our weaknesses and accept our humanness.

Increase Our Self-Concept - Improve our ability to feel worthwhile, to be important not because of what we can do but simply because we are.

Analyze Our Needs - Improve our ability to understand what is really necessary for us to live life fully.

Analyze Our Expectations - Improve our ability to correctly anticipate the results of our decisions instead of expecting unrealistic rewards.

Analyze Our Goals - Improve our ability to realisticly set motivating, reachable goals and maintain steady progress toward those goals.

Take Control - Improve our ability to take charge of our lives and "make our own breaks."

Talk to Ourselves - Improve our ability to give ourselves quiet, positive messages.

4. We Can Change Our Personal and Professional Compentency

Make Contact - Improve our ability to discuss our feelings with others and really listen to their feelings.

Enter Counseling - Improve our ability to admit the need for professional help and acting on that admission.

Take Risks - Improve our ability to take chances when the right moments occur; to overcome our insecurities in order to move on with our life.

Pace Ourselves - Improve our ability to maintain our own tempo; to control our own natural rhythm.

Develop Tension Reducing Habits - Improve our ability to learn and use daily skills that help us to manage stress.

Establish Priorities - Improve our ability to decide where our energies really are needed and let go of the rest.

Delegate - Improve our ability to let go of tasks that are best suited for others and realize that there is no one best way to do anything.

Manage Our Time - Improve our ability to make better use of our days, hours and minutes.

Find Problem Solving Solutions - Improve our ability to confront challenges and generate and weigh alternatives to solve dilemmas in creative manners.

Develop Human Resource Skills - Improve our ability to be sensitive to the needs and feelings of others; to develop rapport and trust and to accept interpersonal differences.

5. We Can Change Our Physical Ability to Handle Stress

Relax - Improve our ability to slow down, rest and replenish our energy; to make use of refreshing leisure.

Exercise - Improve our ability to strengthen and maintain our bodies.

Nutrition - Improve our ability to select and eat foods that are conducive to proper diet.

Be Gentle - Improve our ability to pamper ourselves and treat ourselves kindly.

WHO AM I?

SELF ASSESSMENT & SKILL IDENTIFICATION

Career Management

SELF ASSESSMENT and CAREER PLANNING

The word "career" refers to one's progress through life. A career encompasses all of a person's achievements, abilities, and talents.

There are many reasons why people work. The most commonly recognized reason is to meet the needs of livelihood--that is, to make money on which to live. After this basic need is met, a person works to gain social recognition by contributing to society. Finally self satisfaction is especially important when one considers show many years a person works. Remember this: you live half your life on the job. Unfortunately, many workers can't wait for five o'clock to come so they can do what they really like. How much better it would be to select a career in an area that matches personality, abilities, and interests!

TYPES OF OCCUPATIONS* IN HOLLAND'S PERSONALITY LIFE STYLES

REALISTIC

Mechanic
Construction worker
Fish and Wildlife manager
Military
Police Officer
Farmer
Dietitian
Forester
Physical Education Teacher
Occupational Therapist
Veterinarian
Vocational Agriculture Teacher
Dental Technician
Optician
Mechanical Engineer
Civil Engineer
Heavy Equipment Operator
Bill Collector
Dressmaker
Truck Driver

INVESTIGATIVE

Chemist
Engineer
Pharmacist
Dentist
Dental Hygienist
Physician
Computer Programmer
Mathmetician
College Professor
Psychologist
Economist
Anthropologist
Optometrist
Medical Technologist
Horticulturist
Animal Scientist
Ocenaographer
Airplane Pilot
Psychatrist
Research Analyst

SOCIAL

Social Worker
Clergyman/woman
YWCA Staff
Elementary Teacher
Guidance Counselor
Recreation Leader
Social Science Teacher
Personnel Director
Physical Therapist
Nurse
Funeral Director
Bartender
Environmental Health Engineer
Historian
Foreign Service Officer
Restaurant Proprietor
History Teacher
Athlete
Occupational Therapist
Athletic Coach
Physical Education Teacher
Rehabilitation Counselor
Dietitian
Politician
Home Economics Teacher
Foreign Language Teacher
Librarian
Dental Hygienist

CONVENTIONAL

Banker
Accountant
Credit Manager
Department Store Sales
Business Education Teacher
Secretary
Dental Assistant
Teller
Payroll Clerk
Proofreader
Personnel Clerk
Receptionist
Bookkeeper
Data Processing Worker
Credit Manager
Time Study Analyst
Accounting/Statistical Clerk
Travel Bureau Clerk
Telephone Operator
Medical Secretary
Finance Expert
Efficiency Expert
Administrative Assistant
Traffic Manager
Real Estate Appraiser
Statistician
Court Stenographer

ENTERPRISING

Sales Manager
Lawyer
Life Insurance Agent
Buyer
Pharmacist
Funeral Director
Realtor
Purchasing Agent
Market Analyst
Florist
Art Goods Dealer
Farm Manager
Industrial Engineer
Sales Representative
Radio/TV Announcer
Government Official
Production Manager
Business Manager
Labor Arbitrator
Sporting Goods Salesperson
Automobile Dealer
Grocer
Importer-Exporter
Travel Guide
Airline Stewardess
Flight Attendant

ARTISTIC

Architect
Artist
Advertising Executive
Art Teacher
Photographer
Musician
Entertainer (Dancer, Singer)
Interior Decorator
Librarian
English Teacher
Language Teacher
Journalist-Reporter
Philosopher
Fashion Model
Dramatist
Designer
Public Relations
Drama Teacher
Actor-Actress
Editor
Writer

EMPLOYER EXPECTATIONS

Common sense suggests that an individual should know exactly what he or she wants before attempting to get anything.

Basically, you should be able to answer this question : "What can I do well?" You will have to know your skills in order to convince an employer that you are the right person for the job.

In today's job market, the employer usually has many applicants for any single opening. It is in your best interests to know what is expected of the "right person for the job" and how you can meet the employer's expectation of that "right person".

Listed in order of importance according to surveys of employers, the three leading expectations are:

1. APPEARANCE

   Personal appearance

   Manner

   Paperwork (resume and application)

If you do not make a good impression during an interview your first impression will also be your last for any particular employer.

2. ATTENDANCE, RELIABILITY

   Can you be counted on to do the job?

   As you may have guessed, attending the interview on time helps convince the employer that you would be on the job everyday.

3. SKILLS (Abilities, Experience)

   To meet the third expectation, you will need to show in the interview that you have the potential "to do the job". This potential (skills) must be expressed in your application, resume, telephone contact, cover letter, and interview.

SKILL STATEMENTS

SKILL: Something you can do or can learn to do better--an aptitude, talent, capability, competence, gift.

DIRECTIONS: Underline appropriate words or add other words that would describe what you're good at.

writing	supervising	researching
analyzing	organizing	evaluating
designing	planning	programming
directing	initiating	coordinating
delegating	demonstrating	implementing
assembling	leading	recruiting
persuading	administering	counseling
training	managing	educating
reconciling	scheduling	negotiating
bookkeeping	promoting	budgeting
reporting	motivating	summarizing
repairing	trouble-shooting	fund-raising
expediting	communicating	public speaking
---	---	---
---	---	---
---	---	---

When a person does these things, they must do it to something: to a person, to a thing, or to some data.

DIRECTIONS: copy underlined words in a vertical list, then try to add person, things or data words. Add adjectives in order to be as specific as possible.

I am good at writing research reports, committee minutes.
I am good at educating very young children.

_____

_____

_____

_____

_____

OCCU

BEST COPY AVAILABLE

Name_____

Date_____

Vocational Program_____

GENERAL INFORMATION

Most work activities fall into three broad categories:

_____ activities that involve working with ideas, data, or numbers most of the time.

_____ activities that involve working with people most of the time.

_____ activities that involve working with things or machines most of the time.

INTERESTS

Read the following statements, place an "a" beside those that appeal most to your interests in an occupation. Place a "s" beside those statements that definitely do not appeal to your interests in an occupation. If you do not care one way or the other about the statement, leave it blank. Please mark no more than three statements.

I would be interested in an occupation which:

_____ 2 deals with scientific and technical areas in medicine, industry, or natural sciences
_____ 3 allows me to be creative, develop my own ideas, and interpret information
_____ 4 requires evaluating information and/or making decisions and plans
_____ 5 involves business contact with people
_____ 6 involves influencing people's opinions and decisions or sharing ideas with
_____ 7 requires working closely with people - usually in a "helping" way
_____ 8 involves working alone much of the time, independent from others
_____ 9 deals with machines and equipment much of the time
_____10 often involves working with things and objects
_____11 usually requires following a set routine that is well organized and specific in either an office or factory
_____12 involves working with plants and/or animals, other outdoors

APTITUDES

In the following statements, place an "a" beside those aptitudes that you feel you are most qualified for or interested in developing. Place an "s" beside those statements you feel you are not at all qualified for and have no interest in developing. If you do not care, leave the statement blank. Again be very selective.

_____16 Verbal--Requires workers to understand words and ideas well and do communicate clearly with other people.
_____17 Numerical - Requires workers to use basic arithmetic skills accurately and to do some high mathematics (e.g. algebra or geometry).
_____18 Spatial--Requires workers to understand the relationship between a three--demensional object and a two-dimensional picture of it (e.g. reading a blue-print)
_____19 Form Perception--Requires workers to pick out details in pictures and objects. Must be albe to see slight differences inshapes and shadings of figures and in the size of lines.

_____20 Clerical Perception - Requires workers to pick out details in printed material and to proofread words and numbers
_____21 Motor Coordination - Requires workers to perform tasks in which they must move their fingers and hands quickly and accurately.
_____22 Fingers Dexterity - Requires workers to move their fingers quickly and handle small objects easily. Should be able to work rapidly without mistakes.
_____23 Manual Dexterity - Requires workers to use their hands to work with objects easily and skillfully.
_____24 Eye-Hand-Foot Coordination - Requires workers to move their hands and feet in a coordinated way so that they can react correctly to what they see.
_____25 Color Discrimination - Requires workers to see similarites or differences in colors or in shades of the same color.

DEMANDS - Applies to handicapped only.

Read the following statements. Place an "a" beside those statements that best describe what you want in the way of "physical demands" in your occupation. Place an "s" beside any statements that describes a "physical demand" that you definitely cannot or would not want to do in your occupation. If you do not care, leave the statement blank. Unless you are handicapped, you will not mark any of these responses.

_____31 Sedentary - Lifting up to 10 pounds occasionally; very little walking, carrying or standing
_____32 Light-Lifting up to 20 pounds; lifting and/or carrying up to 10 pounds
_____33 Medium-Lifting up to 50 pounds; lifting and/or carrying up to 25 pounds
_____34 Heavy to very heavy-Lifting more than 100 pounds; carrying 50 pounds or more.
_____35 Involves climbing, balancing and/or stooping, kneeling, crouching, crawling
_____36 Involves reaching, handling, feeling
_____37 Involves talking and/or hearing
_____38 Involves ability to see clearly
_____39 Involves mostly standing
_____40 Involves mostly sitting
_____41 Involves both standing and sitting fairly equally
_____42 Involves considerable walking

WORK CONDITIONS

Read the statements. Place an "a" beside those statements that best describe your desired working conditions. Place an "s" beside those statements that you definitely would not want in your working conditions. If you do not care, leave it blank.

_____46 mostly outside
_____47 mostly inside
_____48 both inside and outside
_____49 worker exposed to extreme cold plus temperature changes
_____50 extreme heat plus temperature changes
_____51 wet and humid conditions
_____52 noise and/or vibrations usual or frequent
_____53 hazardous conditions usaul of frequent
_____54 dirt, dust, ordor, or fumes usual or frequent

LIFESTYLE

Place an "a" beside the group of words that describes the lifestyle you most desire. Place an "s" beside the group of words that describes the lifestyle you definitely would not want. If you do not care, leave the group of words blank.

_____61 Work customarily during weekdays
_____62 35-40 hour work-week normal
_____63 40-48 hour work-week normal
_____64 Occasional overtime
_____65 Overtime normal
_____66 Overtime often seasonal/sporadic
_____67 Shift work usual
_____68 Occasional night work
_____69 Frequent night work
_____70 Occasional weekend/holiday work
_____71 Frequent weekend/holiday work
_____72 Occupation involves begin "on call"
_____73 Work usually seasonal/sporadic
_____74 Occasional travel
_____75 Frequent travel
_____76 Irregular hours

SALARY RANGES

Place an "a" beside the salary you must have.

_____81 Under $8,000
_____82 8,000 or more
_____83 10,000 or more
_____84 12,000 or more
_____85 15,000 or more
_____86 18,000 or more
_____87 21,000 or more
_____88 25,000 or more
_____89 30,000 or more
_____94 No salary information available

_____96 Earnings may be seasonal/sporadic
_____97 Earnings on a commission basis

EMPLOYMENT POTENTIAL

Do you want--

_____101 Very high employment potential
_____102 Good employment potential
_____103 Stable employment potential
_____104 Limited employment potential
_____105 Special condition (employment trends not closely related to economic factors - such as artist, dancer, etc.)

PERSONAL DEVELOPMENT PLANS

You have identified your skills and have done some occupational investigation. By now you should know what you want out of a job, what kind of job you want, and what the job outlook is like in your chosen area.

Now is the time to develop a plan to achieve your career goal. Decide who is controlling your career planning: accident, circumstance, the economy, the system, your family, or YOU!

Be active in helping to mold your present environment and your own future, rather than passively waiting for outside circumstances to mold you.

CAREER PLANNING TIPS

*** Career and life planning should be an on-going process-not a single event done once and for all!

*** The purpose of career planning is not to eliminate risks, but to be certain that the risks you take are the right ones!

*** Most people will change jobs or require retraining at least THREE times during the working years.

*** The secret with dealing with the future is to identify what you have at present (skills and experience, training) and to see different ways you can rearrange these elements to fit your goals and values.

CAREER PLAN

NAME_____ DATE_____

Statement of Career Goal_____

_____

Skills and Abilities needed for this Career_____

_____

Skills & Abilities I know I have	Proof of these Skills & Abilities	Skills & Abilities I lack at this time	What it will take to achieve these Skills & Abilities

Jobs that will lead to my career goal:

_____

_____

_____

NOTES

RESUMES

RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME
RESUME RESUME RESUME

PURPOSE OF RESUMES

The typical resume is a summary of experience submitted with a job application form.

A superior resume stresses the qualities, accomplishments, and abilities that qualify you for the job you want.

A resume is not a job-finding tool---it is another tool that will be useful in drawing an employer's attention to you.

Your resume must clearly say to the employer, "I will be valuable to your company. It will be to your advantage to see me." It must answer the employer's thought, "How can this person help solve my problems?"

Your resume should:

1. Include your name, address and phone number(s) where you can be reached.

2. Include a Career Objective near the beginning of the resume.

3. Emphasize successes, responsibilities, education, and work accomplishments.

4. Include material related to the position you want. Don't waste space and time on unrelated details.

TYPES OF RESUMES

There are various types of resumes. The Chronological Resume is most often used. It highlights work experiences & education in chronological order. It helps the employer track your experiences. The main drawback to this form is that it speaks to only those skills and abilities that fall within the cited experience. It also draws attention to any interruption in your experience.

The Chronological Resume should be used only by those persons who've had a steady, uninterrupted work history.

Another type of resume is the Functional Resume. This type focuses on your skills and abilities and may help you substantiate what abilities you have, rather than the gaps that have occurred. It allows you to highlight your skills that relate to the position sought.

RESUME FORM

Name: _____

Home Address: _____

zip

Home Phone: area code (____) _____

Alternate Phone Number: area code (___) _____

==========

1) State the type of position you want, not narrow job title.

2) State the types of activities and skills you want to use.

3) State it in terms of your ability and the employers' desire to expand operations, increase production, quality, sales, safety, etc.

JOB OBJECTIVE

_____

_____

_____

_____

_____

==========

1) Use only phrases

2) Use action words to describe responsibilities and accomplishments.

3) Exclude short-term and/or meaningless jobs. Include only activities and experiences that relate to position sought.

EXPERIENCE SECTION (most recent)

Title _____

Organization's name _____

_____

Organ. Address _____

_____

DUTIES, RESPONSIBILITIES, ACCOMPLISHMENTS _____

_____

_____

_____

_____

EXPERIENCE SECTION (cont.)

(Second Job)
Title:_____

Company name_____

Company address_____

Duties,responsibilities, accomplishments_____

_____

_____

_____

(Third Job)
Title:_____

Company name_____

Company address_____

Duties, responsibilities, accomplishments_____

_____

_____

_____

(Fourth job)
Title_____

Company name_____

Company address_____

Duties, responsibilities, accomplishments_____

_____

_____

_____

==========

1) Concentrate on any education or training that relates to position sought.

2) Include informally gained training if it seems important.

EDUCATION SECTION

1)Graduate School

Name_____

Address_____

Degree_____

Major_____

Achievements_____

EDUCATION SECTION (cont.)

2) College

Name_____

Address_____

Degree_____Major_____

Achievements_____

3) High School

Name_____

Address_____

Degree_____Major_____

Achievements_____

4) Additional training or certificate_____

_____

==========

1) If height, weight, date of birth, or hobbies have nothing to do with the position, omit. Add community involvements, or personal characteristics an employer might like to hear.

2) Keep it short.

PERSONAL_____

_____

_____

_____

==========

SKILLS_____

_____

_____

List those skills related to job sought.

KEY WORDS FOR RESUME PREPARATION

ACTION WORDS

adapted	eliminated	managed	reorganized
actively	established	motivated	revamped
accelerated	evaluated	organized	
administered	expanded	originated	revised
analyzed	expedited	participated	reviewed
approved	founded	performed	scheduled
coordinated	generated	planned	simplified
conceived	increased	pinpointed	set-up
conducted	influenced	programmed	solved
completed	implemented	proposed	strategized
controlled	interpreted	proved	streamlined
created	improved	provided	successfully
delegated	launched	proficient	supervised
demonstrated	led	recommended	supported
directed	lectured	reduced	taught
effected	maintained	reinforced	developed

SELF-DESCRIPTIVE WORDS

active	determined	independent	realistic
adaptable	diplomatic	logical	reliable
aggressive	disciplined	loyal	resourceful
alert	discrete	mature	respective
ambitious	economical	methodical	self-reliant
analytical	efficient	objective	sincere
attentive	energetic	optimistic	sophisticated
broad-minded	enterprising	perceptive	sense-of-humor
concientious	enthusiastic	personable	systematic
consistent	extroverted	pleasant	tactful
constructive	fair	positive	talented
creative	forceful	practical	will travel
dependable	imaginative	productive	will relocate

Employers want to know what you can do--not what can be done to you... Use the ACTION WORDS to tell what you can do. The SELF-DESCRIPTIVE WORDS should be carefully selected to give the employer as precise a picture as possible of the type of personality and work traits you possess.

NOTES

NOTES

INTERVIEWS

INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEST
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS
INTERVIEWS	INTERVIEWS	INTERVIEWS

INTERVIEWS

Purpose of Interview

As an interviewee you are primarily a salesperson. The product you are selling is yourself, and the assets of the product consist of your experience, skills, and personality.

If there is ever a time to think of the other person (interviewer), the interview is that time.

Do Your Homework--PREPARE

Hopefully, before the interview you've done your homework and studied the company's products and needs. If you are not well informed, it is important that you learn of the job specification early in the interview so that you can key what you can accomplish to what s/he wants accomplished. If you get into a detailed discussion of your skills and experience before you've had a chance to probe what the employer's looking for, you're adrift in a world of unknowns.

Interviewing tips

** You must be enthusiastic about yourself, your interests, the interviewer, or the company.

** Without enthusiasm you'll risk coming across as a dud.

** Don't go into an interview thinking that the interviewer knows exactly what s/he wants out of an interview and will ask appropriate questions.

** The purpose of the interview is to sell yourself.

** The interviewer will control the flow of the interview.

** The interviewee must control the content.

** What the interviewee does with the questions is up to him/her.

Interviewing Tips (cont.)

** You should gently lead the interviewer toward your strengths.

** Your goal is to strike a good feeling in the interviewer about you.

** Studies show that the employer will tend to decide whether or not to hire within the first 4-9 minutes of the interview.

** Your confidence in yourself and your manner are as important as the words you use in your answers.

** If you're not sure what's being asked, politely ask for clarification. This also give you time to formulate your answer.

** Prior to interview consider the answers you wish to give to the commonly asked questions.

** Relate your skills, abilities, and experience to the job requirements.

** Know how you're going to respond to difficult, problem questions and respond with confidence and candor.

COMMON INTERVIEW QUESTIONS

Listed below are questions which may come up in an interview. Not all are related necessarily to your situation since questions vary from one job target to another.

Answer each question in the space provided below it. You can write your answers in an abbreviated form, since some of the actual spoken answers may be too lengthy to write in this short space. The object here is to put down enough key points to give you an idea of what answer you would actually be able to give if one of these questions were actually asked.

1 What was your most important accomplishment during your school years?

_____

2. Which subjects did you like best? Why?

_____

3. Why did you leave your last job?_____

4. Can you work under pressure?_____

5. What is your biggest weakness?_____

6. What is your biggest asset?_____

7. How long would you stay with us if this job were offered to you?

_____

8. What can you offer us that someone else cannot?_____

_____

9. What did you like least about your last job?_____

10. What did you like most about your last job?_____

11. What are your long-range plans?_____

12. Why are you interested in working for us?_____

13. What about this position interests you the least?_____

What interests you the most?_____

14. Do you like to work individually, or as part of a team. Why?_____

_____

Interview Questions (cont.)

15. Can you supervise people well?_____

16. Why do you feel you're qualified for this position?_____

_____

17. What have been your two most important career accomplishments?

_____

18. What salary to you expect?_____

19. Tell me a little bit about yourself._____

20. What hours would you be willing to work?_____

21. What are your hobbies?_____

22. What skills or abilities do you have that would help you perform in this job?_____

23. Why should I hire you?_____

24. Would you please explain this gap in your job history?_____

_____

25. Why have you held so many jobs?_____

26. How do you determine or evaluate success?_____

27. If you were hiring for this position, what qualities would you look for?_____

28. Do you have any questions you'd like to ask?_____

_____

29. What might be your response if you made a mistake on the job?

_____

30. What qualities does a good supervisor have?_____

_____

PROBLEM QUESTIONS

Write 4 questions that you hope you never have to answer during an interview for a job.

1. _____

2. _____

3. _____

4. _____

How would you answer these nightmarish questions?

1. _____

2. _____

3. _____

4. _____

WHY PEOPLE ARE NOT HIRED

1 Poor personal appearance
2. Overbearing - overaggressive - "know-it-all"
3. Inability to communicate clearly - speech was vague or not comprehensive or incorrect
4. Lack of interest and enthusiasm
5. Lack of confidence and poise
6. Fails to look interviewer in the eye
7. Overemphasis on money
8. Poor scholastic record - just got by
9. Unwilling to start at the bottom - expects too much too soon
10. Makes excuses - hedges on unfavorable factors in record
11. Lack of maturity
13. Lack of courtesy - ill mannered
14. Condemnation of past employers
15. Indefinite response to questions
16. Sloppy application form
17. Lazy - lack vitality
18. Inability to take criticism
19. Late to interview without good reason
20. Asks no questions about the job
21. No long range career plans
22. You were too nervous and appeared to be too uncomfortable
23. Your attitude was bad: you showed prejudices, were cynical, tactless, defensive
24. Your background was too narrow
25. You were not clear in your own mind what you wanted

-DOs and DON'Ts FOR JOB SEEKERS-
A GUIDE FOR EMPLOYEES

DO stress your qualifications and abilities for the job opening. Arrange this knowledge in your mind so that you can present it briefly and clearly.

DO recount experience you have had which would fit you for the job.

DO talk and think, so far as possible, about the future rather than the past.

DO indicate, where possible, your stability, attendance record, and safety experience.

DO remember that mature employees are more capable, more dependable, more trainable, more careful and steady. Be mature.

DO try to learn ahead of time about the company and its products.

DO use good English. Speak enthusiastically, distinctly, and clearly.

DO assume an air of confidence.

DO address the interviewer by his or her proper name and be sure to pronounce it correctly.

DO approach the employer with respectful dignity.

DO try to be optimistic in your attitude. Think right, think positive.

DO be a good listener. Do not try to do all the talking.

DO maintain your poise and self-control.

DO try ot overcome nervousness or shortness of breath. (It helps to take a deep breath.)

DO be as gracious as possible to receptionists, secretaries, ect. they may help you secure the position.

DON'T keep stressing your need for a job

DON'T discuss past experience which has no application to the job situation.

DON'T apoligize for for your age.

DON'T be untidy in appearance.

DON'T display overconfidence.

DON'T cringe or beg for consideration.

DON'T attempt to read or pick up any personal papers.

DON'T speak with muffled voice or indistinctly.

DON'T be one of those who can do anythi

DON'T criticize or abuse former employe or associates.

DON'T hedge in answering questions.

DON'T express your ideas on compensatio hours, etc., early in the interview.

DON'T carry a newspaper turned to help wanted ads.

DON'T hesitate to complete application, give references, take physical.

DON'T discuss personal, domestic, or financial problems.

DON'T hang around, prolonging the interview when it should be over.

DON'T go to an interview without a record of your former work connections.

DON'T arrive late and breathless for the interview.

DON'T be a "know it all" or a person who can't take instructions.

DON'T argue with or contradict an interviewer

DON'T isolate yourself from contacts who might help you find a job.

DO hold yourself erect.

DO be polite and courteous.

DO apply for a specific job or jobs.

DO answer questions honestly and with straightforwardness.

DO stress the contribution you can make to the enterprise.

DO have available a list of former employers, time and period of service, wages received, exact nature of work, and reasons for leaving.

DO apply for the job in person and alone.

DO let as many people as possible know you are "job hunting."

DO know the importance of getting along with people.

DO recognize your limitations.

DO be well-groomed and appropriately dressed. Make a presentable appearance.

DO try to use "your, your," rather than "I, me, my, mine."

DO smile (if you can do so naturally.)

DO look the interviewer in the eye.

DO keep every interview appointment to the minute.

DON'T FEEL THAT THE WORLD OWES YOU A LIVING.

DON'T assume an ungraceful or careless posture while being interviewed.

DON'T make claims if you cannot "deliver" on the job.

DON'T display a feeling of inferiority.

DON'T pretend to be something you are not.

DON'T be too serious.

DON'T act shy, nervous, embarrassed, or impatient.

DON'T use nervous gestures or mannerisms

DON'T become discouraged. Deliberately seek interviews so as to get practice.

NOTES

"Sorry. Not interested."

JOB LEADS
AND
APPLICATIONS

FILLING OUT AN EMPLOYMENT APPLICATION

Most employers will ask you to fill out an application form. These suggestions will guide you in that process and help sell you to the employer.

1. Read over the whole application before you begin filling it out. Follow instructions carefully.

2. Print or wirte clearly. Be neat. Most times you will be asked to print.

3. Answer every question that applies to you. If a question does not apply, you may write "NA", meaning not applicable.

4. Spell correctly. If you aren't sure about how to spell a word, try to use another word with the same meaning.

5. A question on job preference or "job for which you are applying" should be answered with a specific job title or type of work. Don't write "anything." Employers expect you to state clearly what kind of work you can do.

6. Describe your previous work experience accurately and completely. Employers are looking for applicants with skills, abilities, and experience. Be sure to list all of the different types of machines and equipment you have operated or can operate.

= = = = = = = = = = = = = = = = = = = =

Instructions for completing various sections of the application follow. These directions correspond with the sample application for employment.

PERSONAL INFORMATION

1. Fill in the date and your social security number and complete name and address. Your presdent address is where you live now (including your zip code.) This address may be different from your permanent address (or home address) which should be filled in on the next line. If these are both the same, fill them in the same way.

2. Fill in your phone number and the name of the person who referred you to the company or suggested that you apply for the job.

Application Instructions(cont.)

EMPLOYMENT DESIRED

Fill in the job title or type of position and put in an exact date for when you can start to work.

Use a reasonable hourly rate for the job in the space for "salary desired", or state "Negotiable".

EDUCATION

Use your DataTrakt care or resume to help you fill in information about the schools you attended, the dates and the subjects studied.

FORMER EMPLOYERS

This information should also be available on your resume or DataTrakt. Usually on an application, you list the most recent job on the first line, then list other previous jobs in backward order.

REFERENCES

List several good references. Again you can refer to the personal data on your DataTrakt where you have listed the people who have given you permission to use their names as references.

PHYSICAL RECORD

Answer the questions about any physical problems with honesty.

Fill in the name of the person who should be notified (and can be quickly reached) in case of emergency.

SIGNATURE

When you sign your name on the application, write your correct name, not a nickname. Your first name, middle initial, and last name are usually perferred.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE

NAME — LAST — FIRST — MIDDLE

SOCIAL SECURITY NUMBER

PRESENT ADDRESS — STREET — CITY — STATE

PERMANENT ADDRESS — STREET — CITY — STATE

PHONE NO. — REFERRED BY

SPECIAL QUESTIONS

DO NOT ANSWER **ANY** OF THE QUESTIONS IN THIS FRAMED AREA UNLESS THE EMPLOYER HAS **CHECKED** A **BOX PRECEDING** A QUESTION, THEREBY INDICATING THAT THE INFORMATION IS REQUIRED FOR A BONA FIDE OCCUPATIONAL QUALIFICATION, OR DICTATED BY NATIONAL SECURITY LAWS, OR IS NEEDED FOR OTHER LEGALLY PERMISSIBLE REASONS.

☐ Height_____feet_____inches

☐ Weight_____lbs.

☐ Citizen of U.S._____Yes_____No

☐ Date of Birth * _____

☐ _____

* The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age.

EMPLOYMENT DESIRED

POSITION — DATE YOU CAN START — SALARY DESIRED

ARE YOU EMPLOYED NOW? — IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER?

EVER APPLIED TO THIS COMPANY BEFORE? — WHERE? — WHEN?

LAST FIRST MIDDLE

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED *	DATE GRADUATED *	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

* The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age.

GENERAL

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? — READ — WRITE

U.S. MILITARY OR NAVAL SERVICE — RANK — PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

TOPS FORM 3285-REVISED

(CONTINUED ON OTHER SIDE)

LITHO IN U.S.A.

BEST COPY AVAILABLE

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST).

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

PHYSICAL RECORD:

DO YOU HAVE ANY PHYSICAL DEFECTS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED?

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT POSITION WILL REPORT SALARY WAGES

APPROVED 1 2 3

EMPLOYMENT MANAGER DEPT HEAD GENERAL MANAGER

This form has been designed to strictly comply with State and Federal fair employment practice laws prohibiting discrimination on the basis of an applicant's sex or minority status. Questions directly or indirectly reflecting such status have been included **only** where needed to determine a bona fide occupational qualification or for other permissible purposes. Such questions are appropriately noted on the application. Notwithstanding these efforts, TOPS does not assume responsibility and hereby disclaims any liability for inclusion in this form, of any questions upon which a violation of State and Federal fair employment practice laws may be based.

BEST COPY AVAILABLE

JOB LEADS

Too many people try to find employment by following "visible" job leads. These leads are made visable by newspaper want-ads, employment agencies, and other traditional sources. This method usually does not pay high dividends because nearly every other job seeker has access to the same leads. Just imagine the competition!

Also, just 15% of all available jobs are ever made visable. In today's economy would you advertise an opening and then face the hundreds of applicants? Probably not.

This means that 85% of all available openings are "hidden"--that is, not advertised in want-ads or listed by employment agencies!

An informed job-seeker should concentrate mainly upon the "hidden" market because:

1. There are far more jobs to choose from.
2. Fewer people use this method, so there's much less competition.
3. There are more job possibilities and fewer competitors, so chances of finding and obtaining a job you really want increases dramatically.

Even though searching for hidden positions is the most effective, all avenues should be explored, including mailing resumes and following want-ads. Just put much more energy in to the hidden market.

WAYS TO DEVELOP LIST OF POTENTIAL EMPLOYERS

The most effective method of finding hidden jobs is to apply directly to the employer. About 50% of those using this method are successful.

In order to make contact with the employer, you will need to do some research to collect and organize a list of potential employers.

Some resources are:
The Yellow Pages
Chamber of Commerce
The Public Library
Friends, relatives and acquaintances
Associations and local organizations

YELLOW PAGES

Businesses are categorized according to kind of service or products. If you were, for example, looking for a position in food preparation you might look under: bakers, banquets, caterers, nursing homes, hotels, restaurants,schools, hospitals, etc.

Write down the name of the organization, the address, phone number, and the product if you are able to discern from the yellow page advertisement. Later on you will want to try to locate the name of the person you should contact in that company, or at least the department you should contact.

CHAMBER OF COMMERCE

Many Chamber's publish the "Industrial Directory" which may list the industries in your area, type of services or products those industries produce, number of employees, etc.

PUBLIC LIBRARY

Telephone directories and newspapers from most metropolitan areas in the country can be found at the library. Just following the news announcing a new business in the city is an excellent way of locating openings.

Professional and Trade Journals often found in the library list job openings across the country.

FRIENDS, RELATIVES, AND ACQUAINTANCES

More than one out of four jobs (27%) are obtained by enlisting the help of friends, relatives, and acquaintances.

These people don't have to locate actual openings to be of assistance. Perhaps they can inform you of names of managers in charge of certain departments, and names of acquaintances of theirs who work in similar fields.

An employer is more likely to talk with a job-seeker who has been recommended by an employee, co-workers, or friends.

What a Friend Can Do

a. Hear about job openings
b. Anyone quitting
c. Recommendation letter
d. Reference
e. Talk to supervisor about you
f. Tell people about you and what kind of position you're seeking
g. Suggest places for you to apply
h. Openings in his/her place

METHODS FOR CONTACTING EMPLOYERS

Telephone Contact

The telephone is probably the most effective tool in getting in direct contact with employers. It is efficient, cost effective, and it works!

It is important to know (through your research) the name of the person in charge of the position you want. The person making the personnel selection often is not the Personnel Department!

The Three Basic Parts of a Telephone Contact

1. Your NAME (Who you are)
2. The POSITION (What you want)
3. Your SKILLS (What you have to offer)
4. The GOAL (The Interview)

Your NAME

This common greeting is recommended for use in your initial Telephone Contact:

"Hello, my name is _____
Remember to always give your first and last name.

The POSITION

Use the word "position" rather than "job". Don't say, "I wonder if you have any jobs." SAY

"I am interested in a position as a(n)_____

Your SKILLS

Give a brief statement of your Experience, Skills, Abilities, and Good Qualities that relate to the position you want. Tell the employer what you have done, then what you can do and can offer.
For example:

"I have 2 years experience as a machinists' helper. I can operate drill presses, punch presses, lathes and saws. I am a very accurate, hard worker."

Write your Skills Statement below.

_____

_____

_____

_____

The GOAL

Your Goal for each Telephone Contact is to get an interview. Do not be passive; assert yourself.

For example:

"When may I come in for an interview and with whom will I be speaking." OR

"When may I come in to talk more with you about my skills and how my background might fit into your organization."

Write your entire TELEPHONE CONTACT below.

Log the results of the TELEPHONE CONTACT

Keep track of the following information :

1. The name of the organization you called
2. The address of the organization
3. The phone number
4. The person you talked to
5. The date you called
6. The results

** Please refer to a following page which shows the kind of log you should keep.

"Sorry, No Openings"

What should you do if someone says, "Sorry, no openings"? Do not quit here. SAY

"I am sure my skills will apply to other positions. Could you refer me to someone else in your company who could use my skills?"

"Do you know of other companies similar to yours that would be interested in a person with my skills?"

TELEPHONE LOG

Date	Company	Contact's Name	Tele. No.	Address	Result of Call	Date
	93				94	

NOTES

SUPPLEMENTS TO

EMPLOYMENT SKILLS PROGRAM WORKBOOK

Appendix-8

Additions to Workbook Materials
- Stress Test and Materials provided by Mental Health Center
- JIST DATA TRAKT, aid for employment applications
- Network and Resume Logs
- Letter Writing and Examples

Testing Instruments
- The Self Directed Search by John Holland
- Understanding Yourself and Your Career by John Holland
- Career Assessment Inventory Profile by Charles Johansson
- Computerized Occupational Information Search

Audio-Visual Aids
- Filmstrips: "Understanding the Computer"
  "Careers and Values: Understanding the Choices"
  "Job Interview Skills"
- Video-taped Mock Employment Interviews

Group Dynamic Techniques
- John Holland Party Game - Occupational and Personality Types
- Role Playing
- Stress Exercises
- Guided Fantasy

Outside Speakers
- Sue Stubbs, Women's Bureau
- Dick Gebert, Chairperson Machine Tool, IVY TECH
- Glenn Druhot, Admissions IVY TECH
- Carol Hess, Career Counselor IVY TECH
- George Heilman, Data Systems Consultants

STRESS ASSESSMENT TEST

by Dr. George S. Everly, Jr.
University of Maryland

How do you cope with the stress in your life?

There are numerous ways--some are more effective than others; yet some coping strategies may actually be as harmful as the stress they are used to alleviate. This scale was created largely on the basis of results compiled by clinicians and researchers who sought to identify how indiduals effectively cope with stress.

This scale is an educational tool, not a clinical instrument. Therefore, its purpose is to inform you, the reader, of ways in which you can effectively and healthfully cope with the stress in your life, while at the same time, through a point system, give you some indication of the relative disirability of the coping strategies you are currently using.

Simply follow the instructions given for each of the 13 items listed below. When you have completed all of the items, total your points.

1. Give yourself 10 points if you feel that you have a supportive family around you.
2. Give yourself 10 points if you actively pursue a hobby.
3. Give yourself 10 if you belong to some social or activity group that meets once a month (other than your family).
4. Give yourself 15 points if you are within five pounds of your "ideal" bodyweight, considering your height and bone structure.
5. Give yourself 15 points if you practice some form of "deep relaxation" at least three times a week. Deep relaxation exercises include meditation, imagery, yoga, etc.
6. Give yourself 5 points for each time you exercise thirty minutes or longer during the course of an average week.
7. Give yourself 5 points for each nutritionally balanced and wholesome meal you consume during the couse of an average day.
8. Give yourself 5 points if you do something that you really enjoy which is "just for you" during the course of an average week.
9. Give yourself 10 points if you have some place in your home that you can go in order to relax and/or be by yourself.
10. Give yourself 10 points if you practice time management techniques in your daily life.
11. Subtract 10 points for each pack of cigarettes you smoke during the course of an average day.
12. Subtract 5 points for each evening during the course of an average week that you take any form of medication or chemical substance (including alcohol) to help you sleep.
13. Subtract 10 points for each day during the course of an average week that you consume any form of medication or chemical substance (including alcohol) to reduce your anxiety or just calm you down.

Now calculate your total score. A "perfect" score would be 115 points. If you scored 50-60 range you probably have an adequate collection of coping strategies for most common sources of stress. However, you should keep in mind that the higher your score the greater your ability to cope with stress in an effective and healthful manner.

SELF EVALUATION: A STRESS JOURNAL

WEEK OF: _____

TO IDENTIFY STRESS FACTORS THAT YOU ENCOUNTER REGULARLY, YOU ARE TO KEEP A DAILY LOG, INDICATING EACH OF YOUR ACTIVITIES, ITS DURATION, AND THE DEGREE OF POSITIVE OR NEGATIVE STRESS IT SEEMS TO CARRY FOR YOU INDIVIDUALLY. YOU MUST BE ABLE TO IDENTIFY THE STRESSORS IN YOUR LIFE AND WHEN THEY OCCUR IN ORDER TO BE ABLE TO CORRECT THESE SITUATIONS AND YOUR REACTIONS TO THEM.

ASSIGN ONE OF THE FOLLOWING SCORES TO EACH ACTIVITY:

1. PLEASANT, ENJOYABLE, AND RELAXING.
2. PLEASANT BUT TAXING (PERHAPS HURRIED).
3. NECESSARY (NEITHER PLEASANT NOR UNPLEASANT) BUT TAXING.
4. UNPLEASANT, HURRIED, OR TENSION PRODUCING.
5. VERY UNPLEASANT, PRESSURED, AND TENSION PRODUCING.

ACTIVITY	FROM-TO	STRESS SCORE

PROVIDED BY THE MENTAL HEALTH CENTER AT FORT WAYNE, INC.
909 EAST STATE BLVD.
FT. WAYNE IN 46305
432-5111

(over)

NAME: _____ LOG DATES: _____ TO _____

THIS FORM WILL HELP YOU WATCH YOUR PROGRESS TOWARD SELF-CONTROL OVER STRESS. SET ASIDE A FEW MINUTES EACH EVENING BEFORE BED TO THINK ABOUT AND RECORD YOUR EXPERIENCE SINCE THE PREVIOUS DAY. DO NOT BE DISCOURAGED IF YOU SEE NO DRAMATIC IMPROVEMENT FROM ONE DAY TO THE NEXT.

1. GENERALLY, HOW WOULD YOU RATE YOUR STRESS LEVEL TODAY? (EACH DAY, CHECK THE APPROPRIATE BOX.)

	VERY RELAXED		RATHER RELAXED				RATHER TENSE			VERY TENSE	EXPERIENCES WHICH MAY HAVE AFFECTED MY STRESS LEVEL TODAY
	1	2	3	4	5	6	7	8	9	10	
1ST DAY											
2ND DAY											
3RD DAY											
4TH DAY											
5TH DAY											
6TH DAY											
7TH DAY											

II. HOW BENEFICIAL DO YOU FEEL YOUR STRESS CONTROL EXERCISES WERE TODAY?

	VERY		SOMEWHAT				NOT AT ALL				SUMMARIZE ANY PARTICULAR FEELINGS YOU NOTICED DURING OR AFTER YOUR EXERCISES TODAY
	1	2	3	4	5	6	7	8	9	10	
1ST DAY											
2ND DAY											
3RD DAY											
4TH DAY											
5TH DAY											
6TH DAY											
7TH DAY											

FROM: BIOFEEDBACK AND STRESS MANAGEMENT INSTITUTE

PROVIDED BY THE MENTAL HEALTH CENTER AT FORT WAYNE, INC.
909 EAST STATE BLVD.
FT. WAYNE, IN 46305
482-9111

THIRTY INSTANT STRESS REDUCERS

1. Relaxation - the most basic thing to do to relieve tension and stress.

   a. Relaxation of body parts - "my toes and feet are completely relaxed" -- go through the entire body this way.

   b. Progressive relaxation - tense each body part for about 15 to 20 seconds, then let that area relax and note the difference (8-6-81)

2. Meditation - quieting and focusing the rational mind's activity; can be a formal practice or discipline or just relaxing and sitting or lying quitely in a comfortable position or taking part in any type of activity.

   c. Simple meditation - clear your mind of extraneous "worldly" thoughts and concerns and concentrate on a particular word, sound (or image) usually around 20 to 30 minutes.

   d. Relaxation response - a means of alleviating or preventing undue stress; four steps are quiet environment, relaxed muscle tone, a mental saying and a passive attitude (8-5-81).

   e. Mutual meditation - practice with a friend, usually brings closeness on many levels.

   f. Walking or running.

   g. Prayer.

   h. Listening to music.

   i. Watching your thoughts.

3. Breathing - allowing the body to get more air and a better quality of air into your system; with this your body gets more oxygen, you feel better and exhale stress.

   j. Deep breathing - or diaphramatic breath (8-3-81)

   k. Roll breathing - visualizing your lungs divided into three parts - lower, middle and upper -- practice moving your breath through each part of each lung.

   l. Alternate -- nostril breathing.

4. Self-hypnosis - more self-confident, improve memory and concentration, lose weight, stop smoking, and overcome personal problems.

5. Imagery - the use of positive suggestion through visual imagery to change a mental and/or physiological state.

   n. Guided Imagery - a directed form of visualization.

o. Creative visualization - directed visualization intergrating mind/ body/spirit (8-7-81)

p. Free imagery

6. Sense relaxation - sense pollution is a very common and largely unsuspected source of strain and tension

q. Eye relaxation - reduce stress and tension

r. Ear relaxation

7. Massage - massage of the body

s. Automassage - self massage technique

t. Oriental massage - pressure point massage technique

u. Polarity massage - energy massage of meridian and chakras

v. Energy balancing - transfer of energy from one person to the other

w. Professional masseuse

8. Autogenic training - to get in touch with various areas of your body, concentrating upon that area, then giving yourself various suggestions to control that area.

x. Positive self suggestion (8-4-81)

9. y. Saunas 2. Bath aa. Shower

10. bb. Biofeedback - a device to measure subtle body changes, - muscle tension, skin temperature, brain waves, and internal processes.

11. cc. Physical exercise

12. dd. And many more.....

DISTRIBTED BY:
Consultation and Education Department
Mental Health Center at Fort Wayne, Inc.
909 E. State Boulevard
Ft Wayne IN 46805

BEST COPY AVAILABLE

JIST DATA TRAKT

Carry your DataTrakt with you throughout your job search. Your DataTrakt will be invaluable in filling out job applications, making other job-seeking tools, and answering many interview questions. Instructions for the proper completion and use of your DataTrakt are contained in pages 22 through 41 of THE WORK BOOK--published by JIST Works, Inc.

You should try to show that you meet one or more of the three major Employer Expectations with each and every response you give on job applications and during interviews for positions.

EMPLOYER EXPECTATIONS CHECKLIST

Expectation 1
"Do you look like the right person for the job?"

___Personal Appearance:
Dress, Grooming and Hygiene
___Manner: confident, courteous
___Paperwork:
neat, complete, accurate

Expectation 2
"Can you be counted on to do the job?"

___Attendance
___Punctuality
___Reliability
___Dependability

Expectation 3
"What can you do that relates to the job you want?"

___Skills
___Abilities
___Experience
___Education
___Training
___Interests
___Hobbies
___Volunteer Work
___Life Experience
___"Other" Potential

©1981 J. Michael Farr
JIST Works, Inc. 150 East 14th Street, Indianapolis, Indiana 46202

IDENTIFICATION

NAME_____

SOCIAL SECURITY NUMBER_____

PRESENT ADDRESS_____

_____

LENGTH OF TIME LIVED AT PRESENT ADDRESS_____

PREVIOUS ADDRESS_____

_____

LENGTH OF TIME LIVED AT PREVIOUS ADDRESS_____

TELEPHONE (HOME)_____ (OTHER)_____

HEIGHT_____ft._____in. WEIGHT_____lbs.

EYE COLOR_____ HAIR COLOR_____

DATE OF BIRTH (month)_____ (day)_____ (year)_____

PLACE OF BIRTH (city)_____ (state)_____

U.S. CITIZEN?_____ VISA (NUMBER)_____ (TYPE)_____

MARITAL STATUS_____

IN CASE OF AN EMERGENCY, NOTIFY:

NAME_____

RELATIONSHIP_____

HOME ADDRESS_____

HOME PHONE NUMBER_____

WORK ADDRESS_____

WORK PHONE NUMBER_____

PHYSICIAN'S NAME_____

ADDRESS_____

PHONE NUMBER_____

DATE OF MOST RECENT PHYSICAL EXAMINATION_____

BEST COPY AVAILABLE

NETWORK LOG

	Date	Person	Address	Response	Comments	Lead
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						

BEST COPY AVAILABLE

RESUME LOG

	Date	Company Address	Person Title	Response Date	Follow-up	Interview	Comments
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							

COVER LETTER FOR RESUME

Prepare a cover letter to include with your resume. Direct the letter to a specific individual. If you do not know the name of the person to whom you should address the letter, use a title such as President, Personnel Manager or Manager. The letter should be typed and easy to read.

Keep the cover letter brief. DO NOT repeat information that is included on the resume.

Most cover letters consist of 4 paragraphs, in which you do the following:

(1) STATE THAT YOU WOULD LIKE TO WORK FOR THE COMPANY, MAKING SURE TO MENTION THE COMPANY BY NAME.

(2) TELL WHY YOU WANT TO WORK FOR THE COMPANY.

(3) DESCRIBE THE QUALIFICATIONS YOU WOULD BRING TO THEM.

(4) REQUEST AN INTERVIEW WITH THEM.

In the 2nd paragraph, you aim to catch the reader's interest. You can say that you have been watching his product for a while and are impressed with how it is marketed, or that you want to learn a certain skill and feel that this is the company that would be the best place to do so, or that you want to develop a specialty further and feel that this company is the place to do so. Be frank and slightly forward, but do not gush.

In the 3rd paragraph, give only 2-3 reasons why you are qualified to work for the company. If at all possible, make sure they are qualifications that the company is seeking.

In the 4th paragraph, say that you are free for an interview.

After a week and a half to ten days, plan to follow up a cover letter and a resume with a phone call, in which you attempt to firm up the appointment time and place.

COVER LETTER EXAMPLE

February 3, 1983

Acme Manufacturing Company
111 South Street
Anywhere, Indiana 12345

Dear Ms. Peterson:

I am enclosing my resume in order to be considered for the secretarial position that Acme Manufacturing Company listed in Modern Woman Bi-Weekly.

I have always been impressed with the quality of your toys and would like to be associated with a company of your reputation.

Not only do I type 90 wpm and take 110 wpm shorthand, but I also have 14 years of office management experience. In my last position, I oversaw the complete operation of moving the secretarial department from one building to another. I understand that your company is moving into new headquarters next May and I feel that my skills in this area would prove invaluable.

I am looking forward to meeting with you and discussing my credentials. I am available for interviews all next week. Please feel free to call me at any time.

Sincerely,

Katherine Kook

Sample Letter -

Thank You for Interview

Your Address
Fort Wayne, Indiana 4680_
date

Person's name and title
address
Fort Wayne, Indiana 4680_

Dear Mr. Smith:

I appreciated the opportunity to talk with you on _____(date). The information you shared with me about _____(company name) was excellent, and I am excited about the possibility of applying my education and experience to the position we discussed.

If I can provide you with any additional information, please let me know. I look forward to hearing from you soon.

Sincerely,

Jane Smiley

Type your name

EXAMPLE COVER LETTER AFTER A TELEPHONE CONTACT

Ms. Joyce Knight
300 West Main Drive
Fort Wayne, Indiana 46808
March 16, 1983

Hoosier Friends Productions
1776 Eagle Avenue
Hiatus Port, Indiana 46007

Dear Ms. Smith:

I am sending you a copy of my resume in response to our recent telephone conversation.

As I briefly mentioned during our conversation, I have several years of experience in retail sales and inventory control that could be beneficial to your company.

I am interested in speaking with you in person to learn more about Hoosier Friends Productions and to discuss present or future positions with your company. You may contact me by phone at 482-9171 or by writing to me at the address above. I look forward to hearing from you.

Sincerely,

Joyce Knight

John Holland's Hexagon

Categories listed are Six Personality Types & Job Environments

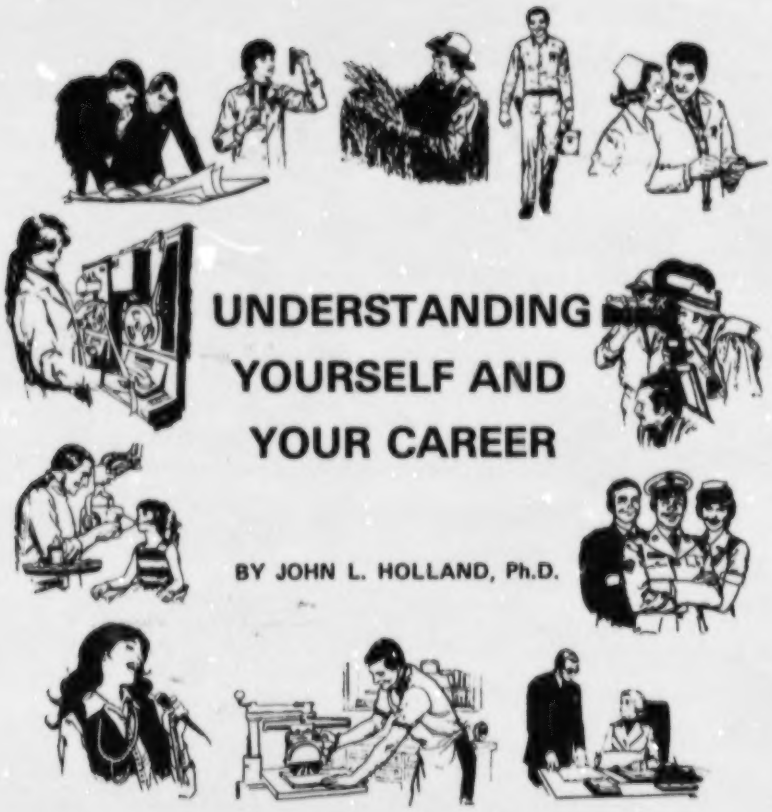
I. Most people can be loosely classified into six different groups. These model people are called personality types and are labelled as above. The questionnaire estimates how you resumble each of the types. The first letter of your code shows the type you resemble most, the next letter shows the type you resemble somewhat less, and the third letter indicates the type you resemble still less. The types that are not in your three-letter code are the types you resemble least or not at all. If you have a clear picture of your abilities and interests, you will have only one or two high scores and will find it easy to make career decisions. If you don't have a clear picture of your abilities and interests, you will probably have three or more scores of about the same size (for example, R=12, S=10 A=11). You will have a harder time making career choices if you resemble many types to about an equal degree.

II. The jobs people choose are also organized into the same six groups. It is useful to think of jobs as environments which are more hospitable, congenial, and beneficial for some types of people than for others. For example, if you are a social type, you will probably like a social job environment most because social jobs involve activities, values, abilities, and self-views that you have or prefer. In general, people who find jobs that match their type are expected to be most satisfied and successful; investigative types fit investigative jobs best, enterprising types fit enterprising jobs best, and so on.

The hexagon is used to show the similarities and differences among the types, among jobs, and between people and jobs. Types that are next to one another on the hexagon are most closely related--for example, realistic and investigative, artistic and social, enterprising and conventional.

If the first two letters of your questionnaire score code are next to one another on the hexagon, you have more consistent or compatible interests than if your first two letters are farther apart--for example, investigative and enterprising. People with consistent codes are more predictable and more likely to have a stable career or a career limited to a single major category of work.

A job that has clear related requirements has a consistent code--the code letters fall next to one another on the hexagon. Most jobs have consistent codes. A job with intermediate consistency has a code in which the letters are one space removed from each other, such as investigative-social or artistic-enterprising. These jobs are also fairly common. A job that is inconsistent (combines code letters that are opposite each other) are rare and are thought to require inconsistent or unclear demands which may lead to unhappiness or job changing. Match the job you have in mind with your personality type--the smaller the distance, the closer the fit between you and the occupation.



UNDERSTANDING YOURSELF AND YOUR CAREER

BY JOHN L. HOLLAND, Ph.D.

For Use with

THE SELF DIRECTED SEARCH

and other vocational guides

CONSULTING PSYCHOLOGISTS PRESS

577 College Avenue, Palo Alto, California 94306

© Copyright, 1977, by Consulting Psychologist Press, Inc.

THE SELF DIRECTED SEARCH

A Guide to Educational and Vocational Planning

by John L. Holland, Ph.D.

This booklet may help you explore what occupation to follow. If you have already made up your mind about an occupation, it may support your idea or suggest other possibilities. If you are uncertain about what occupation to follow, the booklet may help you to locate a small group of occupations for further consideration. Most people find that filling out this booklet is helpful and fun. If you follow the directions carefully, page by page, you should enjoy the experience. Do not rush: you will gain more by approaching the task thoughtfully. Use lead pencil, so you can erase easily.

Your Name_____

Age_____ Sex_____ Date____/____/____

Counselor_____

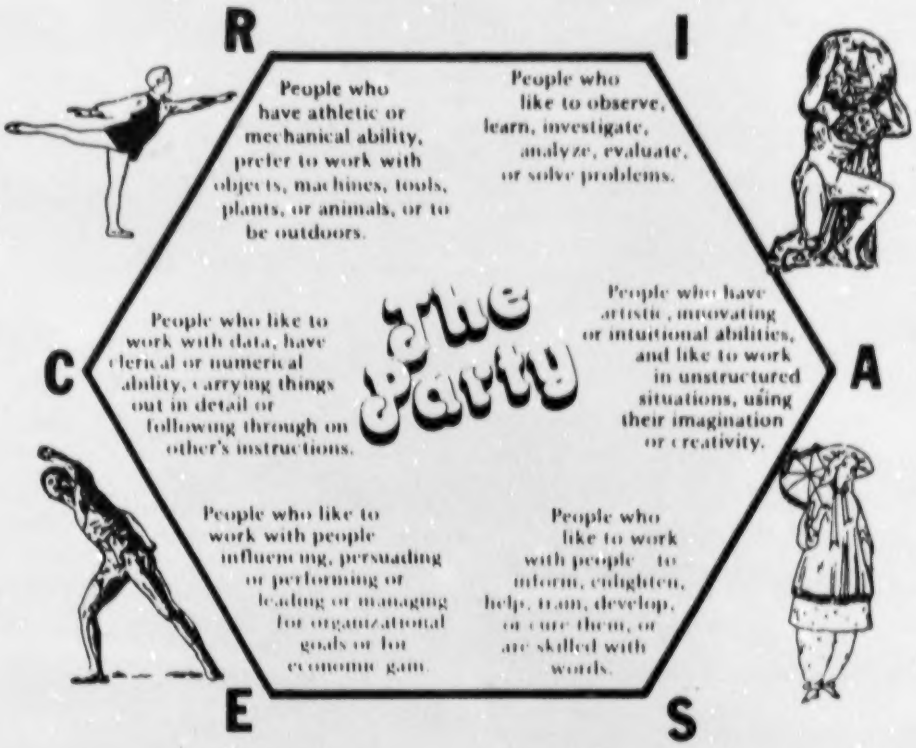
CONSULTING PSYCHOLOGISTS PRESS
577 College Avenue, Palo Alto, California 94306

BEST COPY AVAILABLE

What Skills You Have and Most Enjoy Using

Generally speaking, all skills divide into six clusters or families. To see which ones you are *attracted to*, try this PARTY exercise:

Below is an aerial view of a room in which a two-day (!) party is taking place. At this party, people with the same or similar interests have (for some reason) all gathered in the same corner of the room as described below:



1

Which corner of the room would you instinctively be drawn to, as the group of people you would most *enjoy* being with for the longest time? (leave aside any question of shyness, or whether you would have to talk with them.) Write the *letter* for that corner in this box:

2

After fifteen minutes, everyone in the corner you have chosen, leaves for another party cross-town, except you. Of the groups *that still remain* now, which corner or group would you be drawn to the most, as the people you would most *enjoy* being with for the longest time? Write the letter for that corner in this box:

3

After fifteen minutes, this group too leaves for another party, except you. Of the corners, and the groups, which remain now, which one would you most enjoy being with for the longest time? Write the letter for that corner in this box:

© Copyright 1979 by Richard Nelson Bolles and the National Career Development Project. All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system, without permission in writing from the publisher.